

Date	Lesson Objectives <b>WALT (We Are leaning To...): Aims of lessons</b> <b>SUCCESS CRITERIA: What pupils will be expected to do</b>	Resources, Classwork and Homework
<p><b>AUTUMN TERM</b></p> <p><b>Week 1</b></p> <p><b>Week 2</b></p>	<p>Two lessons per week</p> <p><b>Britain 1750-1900 Overview</b> 1. What Changed in Britain between 1750-1900? <b>WALT:</b> (a) To gain an overview of the major political, economic, social and cultural changes that took place in Britain between 1750-1900. (b) How to examine primary source material to make judgments about the past.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Spot differences from a visual primary source of Britain before and after the Industrial Revolution. Draw a basic timeline of major changes, people and events between 1750-1900. (ii) Describe and explain how Britain changed between 1750-1900 in respect of population, work, education, health and medicine and the vote.</p> <p><b>The Agricultural Revolution</b> 2. How Did Farming Change? <b>WALT:</b> (a) About the need to increase the amount of food and the changing methods of food production. (b) About the changes in farming technology.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Explain the effect of demographic changes on British society. (ii) Describe changing methods of farming and the impact of new technology.</p>	<p><b>Main Textbooks:</b> Quest 'Expansion, Trade and Industry' Folen 'Britain 1750-1900' 'Peace and War'</p> <p><b>Classwork:</b> 1. Pupils work in small groups to create an A1 chart of changes in Britain 1750-1900 under various themes. 2. Answer questions on p.2-7 of 'Peace and War' handout.</p> <p><b>Homework:</b> Table of changes in Britain between 1750-1900.</p> <p><b>Extension:</b> Pupils create a multiple-choice quiz about Britain 1750-1900.</p> <p><b>Classwork:</b> 1. Map and source work on advantages and disadvantages of enclosures. 2. The changing face of farming: problems and solutions exercise.</p> <p><b>Homework:</b> Designing an 18<sup>th</sup> century newspaper - 'Farmer's Monthly'.</p> <p><b>Extension:</b> 'The Farming Pioneers' - designing four commemorative stamps to celebrate the achievements of four people in the agriculture revolution.</p>

<p><b>Week 3</b></p>	<p>Business and Industry 3. Why and How Did Businesses Grow? <b>WALT:</b> (a) Describe and explain the similarities and differences between the commercial success of Josiah Wedgwood and Richard Arkwright. (b) Examine and evaluate source material to assess the reputation of Richard Arkwright.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Work out the key economic factors for business success and apply these factors to Wedgwood and Arkwright. (ii) Assess the role of the individual to the progress and development of the Industrial Revolution</p>	<p>Classwork: 1. The Richard Arkwright story. Comparison of Wedgwood and Arkwright. 2. Produce a manual on business success with examples (Arkwright/Wedgwood).</p> <p>Homework: 'Selling your invention' - promoting an invention of the Industrial Revolution.</p> <p>Extension: Research the role of an individual in the Industrial Revolution.</p>
<p><b>Weeks 4-5</b></p>	<p>4. How Did British Industry Develop? <b>WALT:</b> (a) About the origins of the iron industry and its development by the Darbys of Coalbrookdale. (b) About the development of the textile industry and its importance to the Industrial Revolution. (c) About working conditions in factories and mines from an examination of contemporary sources. (d) About the reformers attempts to improve factory conditions.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Describe how iron making evolved over time and explain its importance in the context of industrialization. (ii) Describe the changes in cloth making. (iii) Extract evidence from sources to support an argument about factory/mining conditions or/and reform. (iv) Evaluate the attempts by reformers to improve working conditions in the factories and mines.</p>	<p>Classwork: 1. Coalbrookdale Iron Brochure. 2. Essay: 'How and why did the making of cloth change in the 18<sup>th</sup> century?' 3. Source work on factory and/or mine conditions. 4. Create an interview with Robert Blincoe or/and Lord Shaftesbury.</p> <p>Homework: Write a piece of historic fiction on factory conditions.  Letter or speech for and against factory/mine reform.</p> <p>Extension: Newspaper article or obituary on Robert Owen or Titus Salt.  Report on the Felling Pit Disaster</p>
<p><b>Week 6</b></p>	<p>5. Why Was There Protest Against Change? <b>WALT:</b> (a) Undertake small-scale independent research on the Luddites, Swing, Rebecca Riots, or the Tolpuddle Martyrs.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Research texts and web site addresses. (ii) Explain the actions behind the Luddites, Captain Swing, Rebecca Riots, or the Tolpuddle Martyrs in the context of the age.</p>	<p>Classwork: 1. TV report on 'Newsround' to report on Ned Ludd, Captain Swing or Rebecca. 2. Large class posters/placards protesting against industrialisation and showing the complaints of the Luddites, Captain Swing or Rebecca.</p> <p>Homework: Writing and singing a protest song set to music.</p>

<p><b>Weeks 7-8</b></p>	<p>The Transport Revolution 6. How Did Roads, Railways and Canals Develop? <b>WALT:</b> (a) Find out how roads, railways and canals improved over time. (b) Evaluate the role of the individual in the development of the transport revolution.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Compare road travel before and after 1750 and identify the advantages and disadvantages of turnpike roads. (ii) Assess the life and achievements of a great individual such as James Brindley or George Stephenson. (iii) Describe the development of steam engines and explain its impact upon the development of the railway.</p>	<p><b>Classwork:</b> 1. Calculating the cost of using a turnpike road exercise. 2. Drawing and labelling a Telford and McAdam road. 3. Investigating the life of James Brindley. 4. Planning the Liverpool-Manchester railway.</p> <p><b>Homework:</b> Empathy letter describing the opening of the Stockton-Darlington railway. or Designing a monument for James Brindley or George Stephenson.</p> <p><b>Extension:</b> Designing a recruitment poster for a railway navy.</p>
<p><b>Week 8</b></p>	<p>7. What Caused the Industrial Revolution? <b>WALT:</b> (a) Make links and connections between the causes of the Industrial Revolution and assess relative importance.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Identify and explain some of the factors behind the Industrial Revolution in a piece of extended writing. (ii) Make links between outline and detailed factual knowledge.</p>	<p><b>Classwork:</b> 1. Assessment 1 on the Industrial revolution.</p>
<p><b>Week 9</b></p>	<p>Chartism 8. How Was The Vote Won By Men And Women? <b>WALT:</b> (a) To carry out an investigation into the ways in which different groups sought to challenge the existing political system between 1815 and 1832. (b) To explain the main reasons behind the immediate failure of the Chartist Movement. (c) About women's fight for political, legal, economic and matrimonial freedoms.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Present in role arguments for and against extension of the franchise. (ii) Provide an account of events in which different groups sought to challenge the political system between 1815-1832. (iii) Demonstrate understanding of 19<sup>th</sup> century arguments</p>	<p><b>Classwork:</b> 1. Table showing democracy today and democracy in 1820. 2. Designing a poster for political reform. 3. Large campaign poster for women's suffrage.</p> <p><b>Homework:</b> Create a radio programme as an introduction to the Chartists.</p> <p><b>Extension:</b> 'Was Chartism an umbrella movement or a 'Knife and Fork' question? - source work and extended writing exercise based upon pupils' understanding of Chartism in the context of the age.</p>

<p>Weeks 10-12</p> <p>WINTER TERM</p>	<p>for female suffrage.</p> <p>Jack the Ripper 9. What were urban conditions like? <u>WALT:</u> (a) Interrogate census information to draw conclusions about life in the towns. (b) Tell the story of Jack the Ripper and how conditions in the East End helped his murderous spree.</p> <p><u>SUCCESS CRITERIA: Pupils will be expected to...</u> (i) Identify the reasons behind urban expansion in the 19<sup>th</sup> century and demonstrate knowledge about living conditions in the towns. (ii) Extract information from contemporary sources and census returns to draw conclusions about 19<sup>th</sup> century urban conditions. (iii) Tell the story of Jack the Ripper in the context of 19<sup>th</sup> century urban development.</p> <p>Two lessons per week</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>1. Completing a census form on Shelton Street from 'Re-Discovering Britain 1750-1900' (Worksheets 20-21).</li> <li>2. 'How to prevent the spread of cholera' exercise (see worksheets).</li> <li>3. 'The Bilston Cholera Epidemic, 1832' interactive exercise from 'Active History'.</li> <li>4. 'Jack the Ripper' project on living conditions in the towns from 'Active History'.</li> </ol> <p>Main Textbooks: Quest 'The 20<sup>th</sup> Century World'</p>
<p>Weeks 1-3</p>	<p>The First World War 1. Why Did War Break Out in August 1914? <u>WALT:</u> (a) Identify and explain the long and short-term causes of the war.</p> <p><u>SUCCESS CRITERIA: Pupils will be expected to...</u> (i) Sequence events in the right order and create a timeline summarizing some of the major events of the war. Annotate a map of the two alliance systems. (ii) Provide links between the long and short-term causes of the war.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>1. Timeline of the events of the war and / or the alliance systems.</li> <li>2. Mapwork of the alliances and / or the Schlieffen Plan..</li> <li>3. Statistical exercise on the strength of the great powers.</li> <li>4. Poster explaining why Britain, France, Russia, Germany and Austria-Hungary were the Great Powers in Europe.</li> <li>5. Diplomatic report on the strengths, weaknesses and likely threat of the great powers to Britain.</li> </ol> <p>Homework: News report, newspaper article or TV documentary on the murder of Franz Ferdinand or the outbreak of war.</p> <p>Extension: Essay: 'Why did war break out in 1914?'</p>

<p><b>Weeks 4-6</b></p>	<p><b>2. What Was Life Like On The Western Front?</b>  <b>WALT:</b>  <b>(a) Assess the different reasons why men joined up for the war and how the government persuaded men to join up.</b>  <b>(b) To interpret and draw conclusions from a range of sources about conditions on the Western Front.</b>  <b>Why there was stalemate on the Western front, e.g. failure of the Schlieffen Plan.</b>  <b>About the impact of new technology on the fighting.</b>  <b>(c) To determine through a case study whether Haig was the 'Butcher of the Somme' and explain why interpretations have changed over time.</b></p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b>  <b>(i) Describe, analyse and explain why men joined up for the war and how government posters worked.</b>  <b>(ii) Carry out enquiries into aspects of the war, e.g. weapons, conditions in the trenches etc.</b>  <b>(iii) Appreciate how and why some historical events and people have been interpreted differently over time, e.g. Haig and the Somme.</b></p>	<p><b>Classwork:</b>  1. Pupils design and create a government recruitment poster.  2. Empathy exercise - soldier's letter to parents on reasons for joining up.  3. Pupils evaluate the reasons for conscientious objectors not wanting to fight. This could be performed as a role-play.  4. Describing and labeling a trench system.  5. Letter from the Trenches.  6. Case study of the reputation of General Haig at the Battle of the Somme.</p> <p><b>Homework:</b>  Wall frieze or collage about life on the front.  or  Pupils produce a notebook drawing, describing and explaining the effects of the weapons of the war.  or  Write a piece of war poetry (Worksheet 5 from SHP's 'Re-Discovering' book).</p> <p><b>Extension:</b>  Local study on the impact of the war on Ilford (Worksheets 1 and 2 from 'This is History' trenches book).</p>
<p><b>Week 7-8</b></p>	<p><b>3. Why Did The War Come To An End?</b>  <b>WALT:</b>  <b>(a) Analyse and evaluate a range of sources to reach conclusions about the end of the war.</b>  <b>(b) Communicate findings orally and in writing.</b></p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b>  <b>(i) Assess, evaluate and reach conclusions about the end of the war from a range of sources.</b>  <b>(ii) Make links between different factors assess relative importance.</b></p>	<p><b>Classwork:</b>  1. 'Breaking the stalemate' exercise from activehistory.  2. Sourcework on the sinking of the Lusitania (Quest Guide, p.39-41).  3. Assessment 1 on the First World War.</p> <p><b>Homework:</b>  Front-page news on the end of the war (Quest Guide, p.54).</p>

<p>Weeks 9-12</p>	<p>The Rise of the Inter-war Dictators 4. Communism and Fascism</p> <p><b>WALT:</b> (a) Find out the differences between Communism and Capitalism. (b) Explain the Tsar's fall from power. (c) The meaning of the word 'fascism' and how it compares to communism and democracy. (d) Explain how and why Mussolini gained power in Italy after WWI. (e) Evaluate and draw conclusions about the effects of the Treaty of Versailles on Germany. (f) Analyse a range of sources to reach conclusions about Hitler's rise to power and life in Nazi Germany, 1929-1939.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Identify and explain the features between a democracy and a communist and fascist dictatorship. (ii) Explain the key features of Communist Fascist thought. (iii) Complete a piece of extended writing on the causes of the Russian Revolution. (iv) Provide a narrative account of Mussolini's rise to power. (v) Describe and explain the impact of the Treaty of Versailles on Germany's political, economic, social, military and international strength. (vi) Explain a variety of reasons why Hitler rose to power and make connections between some of them.</p> <p>Two lessons per week</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>1. Pupils write a letter to their friend about the meaning of communism and its differences to capitalism and democracy.</li> <li>2. Timeline of the Russian Revolution.</li> <li>3. Spider diagram and cloze notes on the causes of the Russian Revolution.</li> <li>4. Pupils produce a Mussolini fact file.</li> <li>5. Table of similarities and differences between fascism, communism and democracy.</li> <li>6. Sourcework on Germany's hatred of the Treaty (Extension 5 worksheet from Hodder 'Challenge &amp; Change').</li> </ol> <p>Homework:</p> <p>Sourcework on Hitler's beliefs. This could lead to pupils writing a Hitler speech and presenting it in class. See video of Hitler speaking in public as model.</p> <p>Sorting exercise on how Hitler rose to power (see Worksheet 12 from SHP).</p> <p>Extension:</p> <p>Sourcework and pictures on life in Nazi Germany from p.36-39 of SHP and Worksheet 13).</p> <p>Main Textbooks:</p> <p>Quest 'The 20<sup>th</sup> Century World'</p>
<p>SUMMER TERM</p> <p>Weeks 1-2</p>	<p>The Second World War 1. Why Did War Break Out in September 1939?</p> <p><b>WALT:</b> (a) Sort out and categorize the different causes of the war into long and short-term factors. (b) Evaluate the British and French policy of appeasement as a major cause of the war. (c) Study a range of sources to reach conclusions about the most important reason(s) for the outbreak of war. (d) Communicate their findings in an organized and structured way using appropriate terminology.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b> (i) Identify the main events leading to war in the 1930s. (ii) Explain the impact of some of these events upon European relations. (iii) Describe orally and in writing how some of these events led to the outbreak of war in 1939.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>1. Primary school booklet on Hitler's foreign policy in the 1930s.</li> <li>2. Sorting exercise for arguments for and against appeasement (SHP, p.54-55 and Worksheet 17).</li> <li>3. 'The Road to War' essay (Quest Guide, p.120-121).</li> </ol> <p>Homework:</p> <p>Pupils produce a speech from Churchill's (against) and Chamberlain's (for) viewpoints about appeasement (see activehistory templates).</p>

<p>Weeks 3-6</p>	<p>2. How Did Hitler Conquer Europe?</p> <p><b>WALT:</b></p> <p>(a) Examine some of the main events of the Second World War (Blitzkrieg and the conquest of Europe; Dunkirk; the Blitz and the Battle of Britain; Operation Barbarossa; the North African Campaign; the siege of Stalingrad and the Battle of Kursk; Pearl Harbour and War in the Pacific; D-Day; Hiroshima and Nagasaki; and VE and VJ Day).</p> <p>(b) Assess the impact of WWII on the plight of Black Americans and their fight for equality, e.g. Tuskegee Airmen, Pearl Harbour, Double V Campaign etc.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b></p> <p>(i) Explain the concept of 'Total War'.</p> <p>(ii) Describe some of the main events of the war and evaluate their significance in the context of WWII.</p> <p>(iii) Undergo independent research on an aspect of the war.</p> <p>(iv) Communicate and understanding of the war both orally and in writing.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>1. Timeline of WWII: War in Europe and War in the Pacific.</li> <li>2. War manual on Blitzkrieg.</li> <li>3. Sourcework on 'Dunkirk: triumph or defeat'? (SHP, p.60-63 and Worksheet 20).</li> <li>4. Newspaper article on Dunkirk ('Era of WWII' by Lancaster, p.4-5).</li> <li>5. 'Battle of Britain' activity from Quest, p.137-139.</li> <li>6. 'Pearl Harbour: conspiracy or carelessness'? See Quest, p.145-146.</li> <li>7. 'Battle of Stalingrad', Quest, p.147-148.</li> <li>8. 'El Alamein and Stalingrad, Quest, p.149-152.</li> <li>9. D-Day Plans, Quest, p.173-177.</li> <li>10. Was the dropping of the atomic bombs on Hiroshima and Nagasaki justified?</li> </ol> <p>Homework:</p> <p>Project work: Create a wall chart or collage on one aspect of the war, e.g. new technology and weapons, life on the Home Front, big battles of WWII etc.</p>
<p>Weeks 7-8</p>	<p>The Holocaust</p> <p>3. What was the Final Solution?</p> <p><b>WALT:</b></p> <p>(a) Analyse and evaluate the causes of the Holocaust.</p> <p>(b) Select, organise and use relevant information to produce a structured narrative on the Holocaust.</p> <p>(c) Assess the extent of Allied knowledge about the Holocaust.</p> <p>(d) To assess the immediate and long-term effects of the death camps through sources, including the recollections of Holocaust survivors.</p> <p><b>SUCCESS CRITERIA: Pupils will be expected to...</b></p> <p>(i) Use sources of information to suggest reasons how and why the Nazis intensified their persecution of the Jews in the 1930s.</p> <p>(ii) Demonstrate accurate knowledge of the treatment of the Jews and other minority groups, e.g. gypsies and homosexuals.</p> <p>(iii) Analyse and evaluate the causes of the Holocaust.</p> <p>(iv) Describe and explain contemporary attitudes to those responsible for the death camps.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> <li>1.</li> </ol>

2009-10

Year 9 Key Stage 3 HISTORY Curriculum

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